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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to careers in writing for the market. The introduction includes the definition of the career area, course objectives, course strategies, procedures, a suggested time table, and teaching suggestions. The individual lessons, organized into objectives, procedures, and resources, examine the careers of: literary writer, freelance writer, essayist, critic, continuity writer, script writer, copywriter, technical writer, and literary agent. Lessons also provide opportunities for research, individual student exploration, and self-evaluation. Teaching strategies include small group exploration trips, field trips, films, vocabulary definition, research, and class projects. The appendix contains job titles, forms, and a listing of multimedia resources. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING CAREERS
IN WRITING FOR THE MARKET

CAREER DEVELOPMENT K - 10
CINCINNATI PUBLIC SCHOOLS
2

CE003762

CAREER EXPLORATION
CINCINNATI PUBLIC SCHOOLS
Grades 9 - 10

EXPLORING CAREERS IN
WRITING FOR THE MARKET
(Tentative Copy)

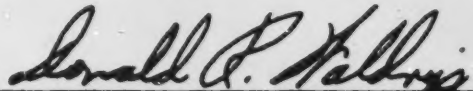
First Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.



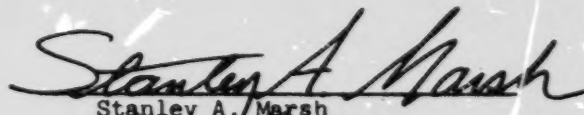
Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.


Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an occupational area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Mrs. Gracemarie Campbell, an English teacher at Aiken High School. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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I. INTRODUCTION

A. Definition of Career Area

This career area includes occupations such as literary writing and freelancing, writing as an essayist or critic, writing for television and radio and movies as a continuity writer or a script writer, writing as a copywriter in the area of advertising, and being a technical writer in business or industry.

B. Course Objectives

1. To acquaint the students with various job opportunities for people interested in writing other than those associated with journalism.
2. To make students aware that jobs using writing skills are an important part of many areas of business and industry. To introduce the students to opportunities to write on their own for profit and to effectively search out markets for their work.
3. To acquaint the students with the nature of a writer's work in advertising, technical writing, essay and fiction writing.
4. To help students develop acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility and loyalty.

C. Course Strategy

1. Introductory activities

- a. A special experience being planned for students in every career area is a small group exploration trip. Effort has been made to make this as simple as possible for the classroom teacher. As noted in Appendix B-3. These trips may take place before the first class meeting if the exploration course is scheduled for the 2nd., 3rd. or 4th quarter.
- b. Motivation films would be a good way to begin this course. (See Appendix C-9. To begin, recommended especially would be The Story of a Writer, Poetry is Alive and Well, The Story of a Book.
- c. Have the students make a list of the advantages and disadvantages of making a living by writing as they see it. (The movies will have given them some direction toward thinking in this area.)
- d. The students could make another list of as many things as they can think of that need to be "written" in today's society. Then discuss the two lists. Since so much "needs writing," someone has to do it, and there are certainly lots of jobs for those with writing skills. What jobs can they think of outside of writing for newspapers (journalism)?
- e. Go over Glossary of Terms together to get a foundation for some of the special vocabulary. Provide each student with a copy to study and keep for reference.
- f. Introduce D.O.T., Career kits, etc. as a basis for getting job descriptions in this exploration. Introduce also Writer's Market and The Beginning Writer's Answer Book as sources of information. (All these references should be in the classroom.)

2. Procedure

Students will explore the roles of writing jobs specified in the paragraph under Definition of Career Area.

- a. Exploration activities and related exercises. It is suggested that all students begin together and do Exploration Activities 1 and 1-A. Give the activities assignments to the students and let them research and record at their own speed with teacher guidance when needed. After all have done 1 and 1-A, students should be free to choose from the others to work through. Set aside some "full-class-discussion" days so that sharing of information can take place if all students are not required to do all Exploration Activities. Thus the students can have some exposure to all the areas included.
- b. Near the end of the course (see Time Table), a duplicated collection could be made of student's queries, manuscripts and partial manuscripts, ad designs, scripts, and so on. A packet could be given each student for sharing, review and evaluation of themselves and of each other.

3. Evaluation

Evaluation should be the result of final discussion of the sample work in the packet as suggested above.

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

If the teacher chooses, a final test on terms and general knowledge could be administered.

D. Suggested Time Table

First week - Introductory activities

- Motivation movies (3 days)
- Discussion of the movies (1 day)
- List and discuss advantages and disadvantages of making a living by writing (1 day)

Second week - Introductory activities continued

- List of "writtens" in today's society
- Discuss. What kinds of jobs does this suggest there might be? What skills and interests would such jobs require? (2 days)
- Go over Glossary of Terms (1 day)
- Introduce the career reference books and kits, also the writer's reference books to be used ... (2 days)

Third week - Begin together on Exploration Activities

- Provide students with copies of Job analysis sheet and copies of Exercises A and B.
- Explain how you would like the students to work with the exploration activities. (4 days)
- Demonstrate by having them all begin together on Exploration Activity 1. After the start, let students proceed at own speed with teacher guidance.

Fourth week

Class discussion to "get it all together" .. (1 day)

Exploration Activity 1-A. Exercise C

Give each student time to do it, then check. (1 day)

Activity 2 in Ex. Act. 1-A. Class project.

Examine and analyze sample magazines and discuss types and contents. (2 days)

Activity 3 in Ex. Act. 1-A. (Unless books are in the classroom, this may require a period in the library.) (2 days)

Fifth week - Sixth week - Seventh week - Eighth week

Students choose from other Exploration Activity areas according to interest and work on their own with teacher guidance and checking of jobs completed. The teacher should keep a folder for each student containing completed activities. Each student should do, also, Ex. Act. 7, Individual Student Exploration into Related Careers and Ex. Act. 8, Student Self Evaluation of Career Maturity. (20 days) Intersperse at intervals class periods for whole discussion and sharing, selected visual aids for variety and motivation, and visits of a speaker or two, if possible.

Ninth week

With a few students acting as literary agents, and editors, collect some of the queries and writing done by the students from the folders. Duplicate and provide each member of the class with a packet of the work chosen. Students should help by copying on ditto masters, .. (5 days) assembling, and so on. (They may use design - cover, for instance, or sample ads; organization techniques - sections, table of contents; and come up with a booklet.)

Tenth week

Discussion, evaluation of learning and class procedures. Testing if teacher desires. ... (5 days)

E. Suggestions to Teacher For Pre-preparation

Forms from Appendix B will be used in class sets frequently. Be sure these forms are prepared for use in advance of the students' need for them.

Job analysis forms should be available in a folder for the students to get when they are ready to fill one out.

Schedule movies well in advance of the dates they are to be shown. Notice, it is suggested the course be started with visual aids. Arrange for these before the quarter begins. (See Appendix C)

The classroom should be well stocked with reference books. In addition to the career exploration sources and Writer's Market and the "Answer Book" (Appendix, C-3 and -4), gather from the school library, the public library, and the professional library at the Education Center (Appendix, C-5) as many of the specialized books as possible.

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

RESOURCES
Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix G, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

RESOURCES
See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

RESOURCES
C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

B. Introductory Activities

1. Introduction to course
2. Introduction to writing for the market.
3. Use of D.O.T.

EXPLORATION ACTIVITY (INTRODUCTORY)

#1

(2 day)

INTRODUCTION TO COURSE

OBJECTIVES

Students will be able to:

1. Discuss critically the objectives of the course.
2. Question people's attitude at work under various conditions as illustrated in a film.
3. Form a general understanding of the course outline and procedure.
4. Form some basic conclusions through the "self-analysis quiz."
5. List and discuss at least 4 important factors of good on-the-job performance.
6. Describe a wide variety of skills needed for specific jobs in this occupational area.

ACTIVITIES

1. The student will be informed of the purpose of this course, what's hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration.
2. The student will defend or reject by role playing, the position of maintaining good personal appearance, attitude and conduct on the job.
3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz.
4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course.

RESOURCES

Class set of "Self-Analysis Quiz" (attached)
 Class set of "Job Performance Rating Sheet" (attached)
 "What Do We Look Like To Others" 16 mm film, 10 min., Sandler Instructional Films, Inc.
 Board of Education.

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	_____	_____	_____	Make below average grades
Learn quickly	_____	_____	_____	Learn slowly
Enjoy reading books, magazines, etc.	_____	_____	_____	Enjoy reading comics
Like school and do extra work	_____	_____	_____	Do only schoolwork that is necessary
Talk and write well	_____	_____	_____	Talk and write poorly
Good planner and organizer	_____	_____	_____	Poor planner and organizer
Like children	_____	_____	_____	Dislike children
Patient with children's questions	_____	_____	_____	Impatient with children's questions
Outgoing	_____	_____	_____	Withdrawn
Popular	_____	_____	_____	Not popular
Have large group of friends	_____	_____	_____	A few close friends
Have confidence	_____	_____	_____	Unsure around others
Give advice	_____	_____	_____	Not asked for advice
Outspoken	_____	_____	_____	Quiet
Sensitive to others	_____	_____	_____	Insensitive to others
Trust people	_____	_____	_____	Do not trust people
Volunteer	_____	_____	_____	Do not volunteer
Pleasant personality	_____	_____	_____	Do not have pleasant personality
Have a sense of humor	_____	_____	_____	"Touchy"
Not prejudiced	_____	_____	_____	Prejudiced

INTRODUCTORY ACTIVITY 2

Introduction to Writing for the Market:

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List advantages and disadvantages of pursuing a writing career. 2. Become aware of the great need for "writing" in today's society, and how much depends on the writers. 3. Recognize and define the terminology of the world of writing.	1. View visual aids for initial acquaintance with the world of writers. 2. List the advantages and disadvantages of making a living by writing. 3. Make a list of as many things as can be thought of which need to be "written" in today's society. 4. Study the Glossary of Terms.	Classroom should have Occupational Outlook, <u>Writer's Market</u>, <u>The Beginning Writer's Answer Book</u>, Career Kits. Make a class set of Glossary of Terms for study and reference. C-1, -2, -3, -4

INTRODUCTORY ACTIVITY 3

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

- STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.
- STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.
- STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX. _ _ _	_____
2.	_____	XXX. _ _ _	_____
3.	_____	XXX. _ _ _	_____
4.	_____	XXX. _ _ _	_____
5.	_____	XXX. _ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

<u>JOB TITLE</u>	<u>D.O.T. CODE</u>	<u>D.O.T. CODE MEANING</u>
High School Teacher	C91.228	(Things) 8 - No significant relationship (People) 2 - Instructing (Data) 2 - Coordinating
Waitress	311.878	(Things) 8 - No significant relationship (People) 7 - Serving (Data) 8 - No significant relationship
Stock Clerk	223.387	(Things) 7 - Handling Things (People) 8 - No significant relationship (Data) 3 - Compiling
Auto Mechanic	620.281	(Things) 1 - Precision working (People) 8 - No significant relationship (Data) 2 - Analyzing data

DATA (4th digit)

- 0 Synthesizing
- 1 Coordinating
- 2 Analyzing
- 3 Compiling
- 4 Computing
- 5 Copying
- 6 Comparing
- 7 No significant relationship
- 8 No significant relationship

PEOPLE (5th digit)

- 0 Mentoring (Counseling)
- 1 Negotiating
- 2 Instructing
- 3 Supervising
- 4 Diverting
- 5 Persuading
- 6 Speaking-Signaling
- 7 Serving
- 8 No significant relationship

THINGS (6th digit)

- 0 Setting-Up
- 1 Precision Working
- 2 Operating-Controlling
- 3 Driving-Operating
- 4 Manipulating
- 5 Tending
- 6 Feeding-Offbearing
- 7 Handling
- 8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

C. Exploration Activities

1. Literary writer
 - a. Exercise A, Exploring Writer's Market
 - b. Notes on Freelancing (Exercise B)
 - c. E. A. 1-A
 - d. Some Terms from the Writer's World (Exercise C)
 - e. Glossary of Terms
2. Essayist/Critic
3. Continuity writer/Script writer
 - a. Exercise D, Writing for Television
4. Copywriter
5. Technical writer
 - a. Exercise E, Writing for the Expert and
Writing for the Layman
 - b. Exercise F, Steps in Researching a subject
6. Literary agent
7. Individual Student Exploration into Related Career
 - a. Worksheet
8. Student Self-evaluation of Career Maturity
 - a. Definitions of developmental areas
 - b. Sample questions for career maturity

EXPLORATION ACTIVITY 1

A. Literary Writer 130.088

Plans and writes original stories and articles in literary form using his specific theme and style and usually for specific types of publications.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. List five or six qualifications for a literary writer.	1. Check resource books, files, and career kits for job description.	C-1a, -1b
2. List five or six general markets where literary writers can find outlets for their writing.	2. If possible, interview a freelance writer.	C-8
3. Demonstrate the use of the writer's index (Writer's Market) to locate specific markets for written stories and articles, and information about rights, length of article amount paid writer, and related data.	3. Have someone from <u>Writer's Digest</u> visit the class, or plan exploration trips to <u>Writer's Digest</u> or the editorial offices of a magazine published locally.	C-7a
4. Define the term "free lance" and list four or five rights and privileges of a freelance writer.	4. Complete Job Analysis Form for a Literary Writer.	Form in Appendix B
5. Distinguish between quality, slick and pulp magazines, and characterize the writing skills and subject areas encompassed by each.	5. Complete Exercise A, <u>Exploring Writer's Market</u> . (Exercise follows.)	C-3a Make a class set of Exercise A (attached)
	6. Complete Exercise B, Notes on Free-lancing by referring to Glossary of Terms and pp. 11-26, <u>Writer's Market</u> . "Notes on Free-lancing".	C-3a Make a class set of Exercise B (attached)
	7. Choose one of the following magazines, and think of a subject about which you might write an article for the magazine you've chosen. Write a query to the editor asking if he'd be interested in seeing your article. <u>Ebony</u> , any religious magazine, <u>Women's Day</u> , any sports or outdoor magazine, <u>Popular Mechanics</u> , <u>Teens Today</u> .	C-3a

EXPLORATION ACTIVITY 1

A. Literary Writer 130.088 (continued)

OBJECTIVES	ACTIVITIES	RESOURCES
6. Write a query letter to an editor. 7. Write a story or article in manuscript form acceptable to editors	8. Assuming you have received a favorable reply to your query, prepare the first two pages of your proposed article in acceptable manuscript form for submitting. (Note: it is not necessary the student write the entire article unless he wishes to do so. That he can present his work in manuscript form is the idea.)	C-3a, -4b

EXERCISE A, EXPLORING WRITER'S MARKET

Student _____

Categories _____

1. Leaf through the book, Writer's Market, looking at the tops of the odd-numbered pages (right side) and make a list of the kinds of magazines listed there. Write as many as you can down the right side of this paper in the space provided under Categories.

2. Look at your list under Categories. If your list is complete, you may be quite surprised about the number of types of periodicals for which you could write.

Now choose from your Categories list five types of magazines for which you would really like to try writing. List them below in order of your preference.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Now for each of the Categories which you listed above, in #2, write the titles of three magazines named in that section.

Cat.

2a. _____

2b. _____

2c. _____ , _____ , _____

2d. _____ , _____ , _____

2e. _____ , _____ , _____

4. Choose any two of the magazines you listed in #3 and answer the following questions. If any of the questions cannot be answered from the information given in the book, write "no info." in the answer space.

Mag. I _____

Title _____

Mag. II _____

Title _____

EXERCISE A, (continued)

Questions:

- A. Which of the following kinds of writing does each magazine accept?
(check the ones which apply.)

Mag. I Fiction _____ Non-fiction _____ Photos _____ Poetry _____

Mag. II Fiction _____ Non-fiction _____ Photos _____ Poetry _____

- B. What rights does the magazine buy?

Mag. I _____ Mag. II _____

- C. How long after a manuscript is submitted, can the writer expect an answer?

Mag. I _____ Mag. II _____

- D. What is the circulation of the magazine?

Mag. I _____ Mag. II _____

- E. How much will the magazine pay for accepted writing?

Mag. I _____

Mag. II _____

- F. Does the publisher request that the writer send a query instead of his completed manuscript first?

Mag. I Yes No Mag. II Yes No (circle one for each)

- G. Will the magazine accept fillers?

Mag. I _____ Mag. II _____

EXERCISE B, NOTES ON FREELANCING

Student _____

Worksheet based on pp. 11 - 26

Writer's Market '73; and on
acquaintance of Glossary of Terms.

1. Following are some magazines listed in Writer's Market. From their description, indicate in the space provided, whether they are quality, slick, or pulp magazines, in your opinion.
 - a. Intellectual Digest _____
 - b. True Romance _____
 - c. Good Housekeeping _____
 - d. St. Anthony Messenger _____
 - e. Atlantic Monthly _____
 - f. Field and Stream _____
 - g. Master Detective _____
 - h. Ladies' Home Journal _____
 - i. Saturday Review _____
 - j. Secret Story _____
2. When you prepare a manuscript to send to an editor for consideration, what information goes in the upper left corner of the first page?
3. What information goes in the upper right corner of the first page?
4. By what methods can you estimate the number of words in your finished manuscript?
5. What are fillers?
6. What is another word for "pen name"? _____
7. Which of the following books is more likely to have a chance for publication today --- a romantic mystery story an author has created or an informative report on the psychological problems of adopted children an author has researched?
8. What is different about "selling" a television script?

EXERCISE C, SOME TERMS FROM THE WRITER'S WORLD

Student _____

Match the following term with the situations on the right, by putting the appropriate letter in the space provided. Any letter may be used more than once.

- A. ghostwriter _____
- B. unsolicited manuscript _____
- C. public domain _____
- D. rejection slip _____
- E. pseudonym _____
- F. plagiarism _____
- G. rights _____
- H. libel _____

1. Mark Twain's name was Samuel Clement.
2. Joe Author received a manuscript back from a New York editor with a printed notice telling him it did not fit the magazine's present needs.
3. In the article were a number of direct quotations from the Bible and from Shakespeare, all quoted exactly without permission.
4. I have an exciting and unusual personal experience to share, but I have no writing skills. How can a magazine tell my story?
5. His article contained a direct statement that Dr. J. L. Bennington had been guilty of malpractice in several incidents.
6. The governor needed a speech for presentation at the graduation ceremonies of the state university. He commissioned a teacher of speech to write it for him.
7. An author writes an article criticizing the quality of teaching of the instructors in a specific department of a certain college.
8. I have a story in mind to write, but it would be the extended adventures of a fictitious character created by another writer--the character having the same name, description, and behavior.
9. The story "Bright Fantasy" by Jane Arlen arrives at the editorial offices of Redbook magazine. It was not preceded by a query.
10. Protects the identity of the writer.
11. I like the title of Mark Gray's recently published novel. I think I'll use the same title for my book of poetry.
12. The writer offers a publication the privilege of being the first to publish his article or story.
- 13.. The copyright on a book of poetry written in 1893 has run out, and I wish to use two of the poems.

EXPLORATION ACTIVITY #1 - A

Freelancing:

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: - Define and discuss the following terms: - ghostwriter - unsolicited manuscript - public domain - rejection slip - pseudonym - plagiarism - libel - rights - Analyze the format of a magazine and determine the style of writing and the types of readers it will attract. - Designate some "mini-areas" from which writers might obtain income other than writing the usual fiction and/or non-fiction jobs.	- Complete Exercise C, Some Terms from the Writer's World. - Examine carefully different kinds of magazines. Looking at the stories, articles, illustrations, ads, etc., discuss how the content of the magazines is different. What kind of reading audience does each appeal to? How must a writer adjust his work to fit the magazine area for which he wishes to write? - Look in the Beginning Writer's Answer Book and see what you can find on the following: - Writing for children - Writing for greeting cards - Writing cartoon captions, jokes and gags - Writing fillers - Writing light verse When you have explored all of these briefly, choose one you might like to know more about and read about it in a book on the subject, or using Readers' Guide, or the index to <u>Writer's Digest</u> or <u>The Writer</u> magazine. Write a short summary of the article or book section you read. Be sure to put your reading source reference.	Glossary of Terms C-4b Make a class set of Exercise C (attached) Collect in the classrooms several copies of the following magazines: Readers' Digest, True Story, True Detective Coronet Redbook or Good Housekeeping or Ladies Home Journal And others, if desired. C-4b Readers' Guide C-6a - 6b

LOSSARY OF TERMS

Careers in Writing for the Market

<u>Term</u>	<u>Definition</u>
1. copyright	a form of protection given by the law of the U.S. to authors of literary, dramatic, musical, artistic and other intellectual works.
2. freelance writer	a writer who is self-employed in that he is not on the salaried staff of any publication or publisher, but submits his own writings to the markets of his choice.
3. ghostwriter	writing stories and articles which will eventually be attributed to someone else, i.e., writing for someone else who is not proficient in writing skills.
4. house organ	a magazine published by a company to keep its own employees of what's going on in the company.
5. libel	libel is anything written and published that defames a person's character, hurts his business, or holds him or his family up to ridicule.
6. manuscript	properly prepared final copy of a story or article for submission to the publisher for his consideration. Typed, double-spaced, 1-inch margins all around, identification at top of each page.
7. plagiarism	willful use of language, incident, or plot from the writings of some other author whose work is protected by copyright.
8. pseudonym	pen name-a name a writer chooses to write under if he wishes to keep his identity secret.
9. public domain	writings which are not copyrighted, or on which the copyright has been allowed to expire, and which has been published, can be legally used by anyone for whatever purpose he chooses.
10. Pulp magazine	magazines with dramatic illustrations and photos concentrating on Westerns, romances, adventures, crimes, mysteries, gossip about famous people, etc.

11. quality market
magazines which offer articles, essays, reviews, stories and poetry on the "intellectual" level. Also carry high-grade advertising.
12. query
submission of sample of writing together with a letter asking whether the editor would be interested in seeing the completed work on the subject being developed.
13. rejection slips
a routine refusal slip sent back to the writer with his manuscript when it has been considered and turned down by the editor. Sometimes, if writing has merit, the editor will add some personal comment to the printed slip.
14. rights
specification of privilege of the use of the material (or the limitations of its use) agreed upon between a publisher and the writer.
15. royalties
the percentage of the profits which a writer receives for his published work as per the contract between them.
16. slick magazine
The magazines printed on smooth paper, colorful, well-illustrated, which appeal to the average middle-class audience. Carry fiction, non-fiction, and a great variety of advertisements.
17. submit
preparing an acceptable manuscript of a written work, specifying rights for sale, and sending the manuscript to the market for consideration for publication.
18. subsidy publishing
subsidy publishers publish a book on the writer's request, and the author pays for the publication. He receives profit only after enough copies have been sold to reimburse him for his initial expense of publication.
19. trade journals
magazines published with concentrated appeal to all people working in a specific industry, career, or profession.
20. unsolicited
writing submitted to publishers and/or editors which has not been requested by them.

EXPLORATION ACTIVITY #2

- B. Essayist 130.088 Writes descriptive or critical literary articles on a subject or subjects in which he is qualified by his knowledge, experience, or research.
- C. Critic 132.088 Writes essays of critical review on the merits of books, art, dramas, movies, television, music, based on personal knowledge, judgement and experiences. Usually writes for periodicals.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		c-la, - lb
1. List five or six qualifications a person must have to be considered an essayist.	1. Check resource books, files, and career kits for the job description.	c-7
2. List three additional qualifications to be a special type of essayist - a critic.	2. Visit a newspaper and talk with someone who writes an essay column or a criticism column.	Form in Appendix B
3. List four or five markets for the writings of an essayist.	3. Complete the Job Analysis form for a critic or an essayist.	c-lb
4. Choose a magazine from Writer's Market for which you'd like to write an essay. Write a query to the editor asking if they'd be interested in seeing your essay on the subject you've chosen.	4. Look up Book Critic in the Dictionary of Occupational Titles (Vol. 1 - p.65) and make a list of things a person with the job does besides writing himself.	c-3a
5. Plan, write, revise and rewrite an essay of criticism for possible submission to an editor.	5. Choose a movie, play, or television program which you have viewed recently, and write a critical review telling just what things you thought were good and what things you thought were bad about the production.	
	6. Revise and rewrite your critical review in acceptable manuscript form as though you were preparing to submit it to your editor, or try to market it freelance.	

EXPLORATION ACTIVITY # 3

D. Continuity writer 131.088

Writes sequence of scenes in photoplays, and drama arranging each scene and determining what parts of the story to use, does series writing, prepares material for the announcer to introduce and connect various segments of programs.

E. Script writer 131.088

Writes scripts for radio and television programs.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify four areas where a continuity writer's abilities would be needed. 2. List three production areas where a script writer might find a market for his dramatic work. 3. Demonstrate the format for writing a T.V. script.	1. Check the career reference sources for description of the job. 2. Explore "Writer's Digest", August, 1973 on writing for television. Using the information in this issue, complete Exercise D. 3. Study the sample TV script on p. 43 "Writer's Digest", August, 1973. Look also, at the sample scripts in the book <u>Writing for Television</u> (Appendix C,). 4. Think of an idea for television drama. Write the beginning of it, perhaps two or three pages, in an acceptable script form.	c-1a, - 1b, - 2a, - 2b, - 2c Exercise D (attached) C

EXERCISE D, WRITING FOR TELEVISION

Based on "Writer's Digest"
August, 1973.

Student _____

1. How much would you be paid for an accepted script for a half-hour television program at the present time? _____ (p.15)
For a full hour television program? _____
2. What payment could you look forward to in the summer of 1976 if you were writing successful T.V. scripts?
3. Would the program directors consider offerings by freelance script writers for a program like "All In the Family" - or is all their stuff written by salaried professionals? (Skim the article "Closer and closer to Real," especially p.19)
4. Look over pages 30 and 31 and 32 concerning job opportunities for writers in television. Notice, there are opportunities besides writing dramatic material for programming. List below, in your own words, five things a writer might do in this field.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
5. Interested in learning more about writing for television? Look on p. 47 for books, many of which you could probably find in your public library.

EXPLORATION ACTIVITY # 4

F. Copywriter 132.088

Writes original copy for billboards, newspaper and magazine advertising, transportation posters, and so on. Writes scripts for television and radio commercials.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. List five skills which a copywriter should have.	1. Check the career resource books and files for job description.	C-1a, 1b, 2a, 2b, 2c
2. List five areas where a copywriter could find a position.	2. Visit the copywriting department at Shillito's.	C-7e
3. Identify different types of ads, their purposes, and what details in their composition make them effective.	3. Interview a copywriter from a magazine, newspaper, or television company.	C-7f. - 7g. - 7h
4. Write some persuasive copy for a sample ad.	4. Complete the job analysis sheet for a copywriter.	Form in Appendix B
5. Demonstrate the use of attractive balanced layout and design in ads.	5. Make a list of different places advertising is printed or used -- billboards, posters magazines, commercials, etc.	
	6. Clip examples of copywriting from different kinds of magazines (slick, pulp, news, quality), and examine them for variations in design and in wording. Then discuss how the copy-writer must aim at certain types of readers. (Would this also be true in t.v. and radio advertising? Explain.	
	7. Clip samples of ads which are -- especially appealing to the eye - appeal to senses and emotions - catch attention by being cleverly worded.	C-5g
	8. Make up a product and design a billboard ad for it.	
	9. Make up a product and write a 1-minute script for a T-V commercial.	

EXERCISE E, WRITING FOR THE EXPERT AND
WRITING FOR THE LAYMAN

Student _____

Following are a few tasks which could be assigned to a technical writer.

Listing all the working parts of a product - nuts and bolts, sizes, numbers, descriptions and/or names, and so on, so that a customer can replace them.

Writing directions for the customer to use in the operation of his purchase. His job may be simplifying so the customer can understand.

Slanting a manuscript, directing to a certain group of readers. For instance, he may write as if he's talking to housewives about his company's product.

He may be asked to write specifications, so that the manufacturer has a precise guide for putting his company's product together or producing it.

2. Write your answers to the following questions. Brief answers will do.

- a. A writer writes a report filled with many technical terms from chemistry, electronics, and hydraulic engineering. Such a report would most likely be for the customer or for circulation among the employees of the plant? Which? Why do you think so?
- b. Examine a service manual or a set of instructions that came with an appliance purchase, or a new car, or some piece of equipment like an air-conditioner.

Write a sentence from it which gives the customer directions in clear non-technical language.

- c. Following is an excerpt taken from a book written by technical writers for the Ford Motor Company. For whom - customer, salesman, dealer, mechanic in the service department - do you think this book was written? Why do you think so?

"Remove all test leads except the voltmeter leads. Install the "Bat". and "Field", leads on the regulator terminals. Run the engine at 1500 rpm, and read the voltage regulation (under battery load) on the voltmeter. The voltage reading will usually be low when the engine is first started because the battery is partially discharged. After a few moments of operation, the voltage will rise to the original value."

- d. Look up the word specifications. If a technical writer were asked to write specifications, what kind of thing would they be doing?

EXERCISE E (continued)

- e. What is a warranty? How might the technical writer be connected with the warranties issued by a company?
- f. Choose one of the following (all written in technical style) and write it more simply so a non-expert can understand the statement. You may need to look up some terms. Subject indicated.
1. Internal combustion engines and jet turbine engines emit exhaust gasses containing four components that are considered pollutants. (Aerospace)
 2. Another fascinating area of biochemical research uses the amphibian egg to study the regulation of gene expression during embro-genesis. (Chemistry)
 3. As innovations in transportation and communications transform geographical situations of our institutions, locational and operational adjustments must be made. (Geography)
 4. To get full effect of the exercise stretch the biceps up and outward and vigorously twist the torso in a half arc, alternating left to right. (Physical fitness)
 5. The nutrition program is directed toward raising the nutritional level of all people and reducing susceptibility to malnutrition, and controlling obesity. (Foods)
 6. It has been found that if an audio signal is fed into the horizontal scanning circuits of a camera, a great variety of waves and wobbles can be induced in the picture. (TV)
 7. These aerosols dispense their contents from a container by means of a compressed or liquified gas. (Merchandising)
 8. The composition of the material is all acrylic or polyester. (Textiles)

EXERCISE F, STEPS IN RESEARCHING A SUBJECT

Student _____

1. Choose a subject about which you could write an explanatory report.

It might be about automobiles, or techniques of baking, or making model airplanes, or sewing slipcovers, or some similar subject you already know something about and are interested in.

Subject _____

2. Granted, you already know something about your chosen subject. But, what you know probably isn't enough.

Step I. Prepare yourself before you start to write a report by checking in the library. What books and magazines can you find on your subject?

Write below the names and authors
of at least three books which would
give you more information about
your subject.

Write below the names of
magazines, and the names
of the articles in the
magazines which would help.
Use the Readers' Guide, and
list at least three.

Step II. If you were writing the report, you'd find and read many books and magazine articles for background and facts. You'd especially try to get several different viewpoints about the subject, to make your report open-minded and objective.

For this exercise, skim through one book you've listed above, and for one magazine article. See if you can find one idea from each which you hadn't known before, or gave you a little different angle than you previously held. Write those ideas in the spaces below.

Fact 1 (from the book) _____

Fact 2 (from the article) _____

Step III. If you jot down facts, like the ones noted in Step II, on little cards, it's easy to organize them, putting similar or related ideas together, and then writing your report from them.

Which ones of the following ideas belong together? Write in the space provided all those ideas which are part of Category I, all the ideas that are part of Category II, and all the ideas which belong under Category III.

Ideas-- Subject: Chemical transformations of materials.

Below are ten ideas. They all belong in one of three categories. Put the numbers of the statements which belong together under I, II, or III.

I	II	III
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Some chemicals are corrosive and eat away the surfaces of other materials.
2. Changing a liquid to steam or gas may be done to separate it from another liquid, or from a solid dissolved in it.
3. Rust will eat away the surface of iron.
4. Fermentation is a chemical change caused by the action of bacteria and yeasts.
5. Plates for decorative etchings can be made by using acid to cut the design on copper.
6. Products like gasoline and kerosene are separated from crude oil by distilling.
7. The action of yeast in bread dough causes the bread to rise.
8. Salts are extracted from seawater and packaged to sell as food supplements.
9. Grape juice is gradually changed to wine because of the action of certain bacteria in it.
10. Sometimes nitric acid is used to remove warts.

EXPLORATION ACTIVITY # 5

G. Technical Writer 139-288

Writes in clear concise language such things as service manuals, installation/operation guides, bulletins on special technical or scientific areas, in which he is expert.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List five qualifications a person must have before they can become a technical writer. 2. List at least ten areas of industry or production in which technical writers can find jobs. 3. Explain the technique of "researching" a subject preparatory to writing reports. 4. Recognize the difference between writing technical facts in simple and clear language for the layman, and highly specialized form for the experts in the field.	1. Check SRA Handbook of job facts, Encyclopedia of Careers, D.O.T., etc, for job description facts. 2. Write a letter to Society of Technical Writers and Publishers, Inc., 1010 Vermont Ave., N.W. Washington, D.C., 20005 for printed information on this career. 3. Talk with a technical writer for Proctor and Gamble or General Electric, or some similar company. Obtain some samples of their reports or pamphlets, manuals, warranties, etc. 4. Complete the job analysis form for a technical writer. 5. Complete Exercise E, writing for the Expert and Writing for the Layman. 6. Complete Exercise F, Steps in Researching a Subject.	C, 1a, 1b, 2a, 2b, 2c C, 7c, 7d Form in Appendix B Exercise E (attached) Exercise F (attached)

EXPLORATION ACTIVITY # 6

H. Literary Agent:

Markets client's manuscripts to editors and publishers. Reads manuscripts and suggests revisions. Arranges contracts between writer and buyer.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: define the relationship of literary agent to writers and publishers, and give three or four qualifications for becoming a successful literary agent.	1. Check career resources (books and kits) for job description and qualifications of a literary agent. 2. Complete job analysis form for a literary agent.	C-1a, -1b, -2a, -2b, -2c The Beginning Writer's Answer Book Form in Appendix B

EXPLORATION ACTIVITY # 7

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____
2. Related careers being explored:
 - a. D.O.T. Number(s) _____
 - b. Relationship to:
 1. Data _____
 2. People _____
 3. Things _____
3. Nature of duties or tasks performed:

4. Important qualifications
 - a. Education _____
 - b. Age _____
 - c. Previous experience _____
 - d. Other _____
5. Procedure for applying

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

7. What is the salary for this career?
 - a. Starting _____
 - b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

9. Are there places in Cincinnati where you could work in this career?

10. Name one or two resource people that you could write or phone for more information.

11. Are there places that you or a small group of students could visit to observe your career?

12. Are there any books in the school library on this related career?

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____	d. _____
b. _____	e. _____
c. _____	f. _____

EXPLORATION ACTIVITY # 8 (continued)

OBJECTIVES	ACTIVITIES	RESOURCES
Summarize what they have learned and their attitudes toward further pursuing a career in writing.	Conduct a class discussion summarizing the students knowledge about and attitudes toward "Writing for the Market" Use the "Career Evaluation Sheet" as structuring tool for this discussion.	Career Evaluation Sheet (Appendix B-2)

EXPLORATION ACTIVITY #9

(2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company". If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs.

Examples of job information include, in part, the following items:

- Job entry levels
- Performance activities
- Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

III - APPENDIX

A. Job Titles

B. Forms

1. Job Analysis
2. Career evaluation sheet (course)
3. Procedure for Exploration Trips
4. Exploration Trip Permission Form
5. Exploration Trip Report
6. Field Trips in Career Development

C. Resources

1. Books defining jobs
2. Career kits
3. Books for exploring opportunities in writer's markets
4. Books with classified information for writers
5. Books, writing for special kinds of markets
6. Magazines
7. Field trips
8. Resource people
9. Visual Aids

A.

JOB TITLES

Title	D. O. T. Number	D. O. T. Pages
Literary writer	130.088	427-8
Essayist	130.088	255
Critic	132.088	177
Continuity writer	131.088	160
Script writer	131.088	633
Copy writer	132.088	168
Technical writer	139.288	804
Literary agent	191.118	427

Name of Job Explored: _____

1. Write briefly in the space below the main duties of the job.
2. What manual skills does the job require?
3. What school subjects are most important to this job?
4. How many years of schooling does this job require?
5. Is the job primarily for men, women, or both?
6. How many hours a week does the job require?
7. What days of the week would you have to work?
8. What shifts would you be required to work?
9. Would you be paid by the hour or by a salary?
10. What would be your starting salary?
11. Are job opportunities in this field increasing, decreasing, or remaining the same?
12. Are there opportunities for promotion to better positions in this job?
13. Are there any age limits to the job?
14. Does this job require you to take any special tests or have any special requirements before you can enter the field? What?
15. What type of appearance and dress are required for this job?
16. What part of the job was most pleasing to you?
17. Does this job require overnight travel?
18. If you fulfill all the requirements, how would you go getting the job?

1. The area of writing I found most interesting was the job of _____

2. The area of writing I found least interesting was the job of _____

Check one only in each of the following:	Lots I didn't know	A little	Nothing new	Nothing
3. I learned about writing careers	_____	_____	_____	_____
4. I'd like to be a free-lance writer	Yes-full time _____	Yes-part time _____	I don't think so _____	No _____
5. I'd like to be a salaried writer for a company like copywriter or technical writer.	Yes _____	I have a little more interest now _____	I have less interest now _____	No _____
6. In this exploration course, I	Worked very hard _____	Did an average amount of work _____	Found I needed to work just a little _____	Did no work _____
7. I believe I learned enough in this Exploration course to receive a grade of	Learned lots A _____	A little B _____	Nothing new C _____	Nothing D _____

8. Make any further comments you care to make about your learning and/or your participation in this course.

Date _____ Grade _____ Student _____

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accommodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.
2. Notify Mr. Jerome Cousins (Education Center, 230 East Ninth St.) of the date and time for the trip.
3. Select six students from the Career Exploration class list.
4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____
(Career Course Title)
which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout
the year regardless of whether the course is in session.

A trip has been schedule for _____ to _____
(Date) (Name of Company)
Please have this form signed and return to _____
(Teacher's Name)
_____ before _____
(Room) (Date)

My son/daughter _____ has my permission
to visit _____ on _____ with
the Career Exploration Course _____. The
group will return to school upon completion of the tour. There will be
about six students in each group.

Parent/Guardian Signature

Date

The following teachers have been informed of my absence from class. (Teachers'
signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____
2. Student's Name _____
3. Organization or Company _____
Address _____

4. Major Products or Service:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

5. Major Types of Jobs

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

6. What did you like best about this trip?

7. Did you see any jobs that you would like to do? List them.

8. What did you learn from this tour?

Signature
Representative of Organization
Visited

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.
2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.
3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.
4. To thoroughly understand a career, the student needs to see the job first hand.
5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.
6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.
7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.
8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.
2. Develop an awareness of the importance of responsibility and attitude for one's work.
3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.
4. Develop an awareness of the interdependence of the student and all workers.
5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsible for observance of the guidelines by participating staff members.
2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.
3. There should be planning of each trip well in advance.
4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.
5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.
6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.
7. Teachers should justify the trip in relation to their instructional program.
8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.
9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.
10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.
11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.
12. There should be well planned pre- and post-activities for each trip.
13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.
14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.
15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.
17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

C. RESOURCES

1. Books for Defining Jobs

- a. Occupational Outlook Handbook - good resource which has much discussion about all areas of work. Divided into sections under each type of work titled nature of work, where employed, training, other qualifications, and advancement employment outlook, and earnings. Should be in school library
- b. Dictionary of Occupational Titles
Volume I gives job descriptions in depth. Volume II lists types of related jobs. Should be in school library.

2. Career Kits

- a. Largo Career Kit (Published by Careers, Largo, Florida)
- b. Occupational Library (Published by Chronicle Guidance Publications, Moravia, New York 13118)
- c. SRA Career Information Kit

(All three of the above are very good resources. They are files which are arranged by D.O.T. numbers--the numbers found beside each occupation. For the occupation, the cards tell the training required for the job, the duties of the job, working conditions, earnings, outlook for the job, advantages and disadvantages of the job, and places to write for any further information.)

3. Books for exploring opportunities in writer's markets

- a. Writer's Market '73, Writer's Digest, Cincinnati, Ohio
(Note: This index is revised and published yearly. However, replacement each year in a classroom would not be necessary since the students will explore to see what kinds of information is included there - not for current information, necessarily.)
- b. Literary Market Place, R.R. Bowker, 62 West 45 Street, N.Y. 36.
--should be in public library.
- c. N.W. Ayer and Son's Directory, N.W. Ayer and Son, Inc., West Washington Square, Phila. 6, Penn.
- d. Ulrich's Periodicals Directory. R.R. Bowker, N.Y.

4. Books with classified information for writers

- a. "The Writer's Handbook", published by The Writer, Inc., 8 Arlington Street, Boston 16, Mass.
- b. "The Beginning Writer's Answer Book", published by Writer's Digest, Cincinnati, Ohio

5. Books, writing for special kinds of markets

- a. ---, Writing, 1968, Rutgers University Press, New Brunswick, New Jersey
(Public library)
- b. Brooks, Van Wych, Writers at Work, 1963, The Viking Press, New York
(Public library)
- c. Gilbert, Nan, See Yourself in Print, 1968, Hawthorn Books, Inc.,
New York (Public library)
- d. MacCampbell, Donald, Writing for Publication, 1966, The World Publishing Co., Cleveland, Ohio (Public library)
- e. Mathieu, Aron, The Creative Writer, 1972, Writer's Digest, Cincinnati, Ohio
- f. Weeks, Edward, Breaking into Print, 1962, The Writers, Inc., Boston
(Public library)
- g. Weisbord, Marvin, A Treasury of Tips for Writers, 1965, Writer's Digest, Cincinnati, Ohio (Public library)
- h. Gunther, Max, Writing the Modern Magazine Article, 1968, The Writer, Inc., Boston (Public library)
- i. Holmes, Marjorie, Writing the Creative Article, 1969, The Writer, Inc., Boston (Public library)
- j. Jacobs, Hayes B., Writing and Selling Nonfiction, 1972, Writer's Digest, Cincinnati, Ohio
- k. Koontz,--, Writing Popular Fiction, 1972, Writer's Digest, Cincinnati, Ohio
- l. Collett, Dorothy, Writing the Modern Confession Story, Writer's Digest, Cincinnati, Ohio
- m. Colby, Jean P., Writing, Illustrating and Editing Children's Books, 1967, Hastings House, N.Y. (Prof. library, Ed. Center)
- n. Wilson, Barbara Ker, Writing for Children, 1960, Watts, Inc. New York (Prof. library, Ed. Center)
- o. Wyndham, Lee, Writing for Children and Teen-agers, Writer's Digest, Cincinnati, Ohio
- p. Drewry, John, Writing Book Reviews, 1966, The Writer, Inc., Boston (Public library)
- q. Perry, Dick, One Way to Write Your Novel, 1972, Writer's Digest, Cincinnati, Ohio (Public library)
- r. Wolseley, Rolande, Writing for the Religious Market, 1956, Association Press, New York (Public library)

- s. ---, Writing and Publishing your Technical Book, 1959., F.W. Dodge Corporation, New York (Prof. library, Ed. Center)
- t. Ehrlich, Eugene and Murphy, Daniel, The Art of Technical Writing, 1964, Thomas Y. Crowell Co., New York (Prof. Library, Ed. Center)
- u. Holscher, Harry H., How to Organize and Write a Technical Report, 1965, Littlefield, Adams and Co., Patterson, New Jersey (Prof. library, Ed. Center)
- v. Mitchell, John, Writing for Technical and Professional Journals, 1968, John Wiley and Sons, Inc., New York (Public library)
- w. Weisman, Herman M., Technical Report Writing, 1966, Chas E. Merrill Books, Inc., Columbus, Ohio (Public library)
- x. Barnouw, Erik, The Television Writer, 1962, Hill and Wang, New York (Public library and Prof. library, Ed. Center)
- y. Bettinger, Hoyland, Television Techniques, 1955, Harper and Brothers, New York (Prof. library, Ed. Center)
- z. Bretz, Rudy and Stasheff, Edward, Television Scripts, 1953, A.A. Wyn, Inc., New York (Prof. library, Ed. Center)
- aa. Parker, Norton S., Audiovisual Script Writing, 1972, The World Publishing Company, Cleveland, Ohio (Public library)
- bb. Wylie, Max, Writing for Television, 1972, Writer's Diges, Cincinnati, Ohio
- cc. Armout, Richard, Writing Light Verse and Prose Humor, 1972, Writer's Digest, Cincinnati, Ohio
- dd. Boggess, Louise, Writing Fillers that Sell, 1968, Funk and Wagnalls, New York (Public library)
- ee. Burack, A. S., Writing and Selling Fillers and Short Humor, 1967, The Writer, Inc., Boston (Public library)
- ff. Hinds, Marjorie M., How to Make Money Writing Short Articles and Fillers, 1968, Frederick Fell, Inc., New York (Public library)
- gg. Markow, Jack, Cartoonist and Gag Writer's Handbook, 1972, Writer's Digest, Cincinnati, Ohio
- hh. Barr, June, Writing and Selling Greeting Card Verse, 1966, The Writer, Inc., Boston (Public library)
- ii. Chadwick, H. Joseph, The Greeting Card Writer's Handbook, 1972, Writer's Digest, Cincinnati, Ohio

6. Magazines - information about writing careers
 - a. Writer's Digest, Cincinnati, Ohio
 - b. The Writer, Inc., Boston, Mass.
 - c. Author and Journalist
7. Field Trips
 - a. Writer's Digest, 9933 Alliance Rd., Cincinnati, Ohio 45242
 - b. Cincinnati Enquirer
 - c. Cincinnati Post and Times Star
 - d. Shillito's copywriting department. Call 381-7000
 - e. General Electric (copywriting and technical writing)
 - f. Proctor and Gamble (copywriting and technical writing)
 - g. Television stations WLW and WCPO (scripts - television writing)
8. Resource people
 - a. Staff members, Cincinnati Magazine. Call 721-3300
 - b. Staff members, St. Anthony Messenger Magazine. Call 241-5615
 - c. Staff members, TV Guide, Triangle Publishing Inc., 421-2580
 - d. Pride Magazine, 651-1566
 - e. NIP Magazine 921-4050
 - f. Writer's Digest
 - g. Father Jeremy Harrington, St. Anthony Messenger Editor
 - h. Mr. Charles Pritchett, T. V. Guide
 - i. Mrs. Rita Cichowlas, 5660 Lauderdale, 45239 (freelance writer) 931-3466
 - j. Ann Tansey 683-5614 (freelance writer)
9. Visual Aids

Available from Cincinnati Public Schools

 - a. 937 The Reason Why - Arthur Miller (14 minutes)
 - b. 793 Poetry is Alive and Well and Living in America (records and films)
3 films 10 minutes each

- c. 862 Your Communication Skills: Writing (11 minutes)

Available from the Public Library

- a. The Story of a Writer - Ray Bradbury (30 minutes)
- b. The Story of a Book - H.C. Holling (11 minutes)
- c. A Conversation with Van Wyck Brooks (30 minutes)
- d. Ladies and Gentlemen, Mr. Leonard Cohen (44 minutes)
- e. A Publisher is Known by the Company He Keeps (25 minutes)
- f. The Lively Art of Picture Books (60 minutes)